

GUIDELINES FOR REVIEWING A CORE READING PROGRAM RUBRIC

Journeys Grade 5

Final Review

Directions for use:

- Thoroughly review the core reading program using the corresponding rubric.
- Only evaluate the individual components that correlate with the grade level to review. (*Note the placement of the “x” within the grade level columns.*)
- Each indicator must receive a score using the following criteria:
 - 2 – Exceeds expectations
 - 1 – Meets expectations
 - 0 – Does not meet expectations(*For any indicator receiving a 0, comments must be provided justifying the score.*)
- Record the total score for each area in the final row for the section.



The Reviewing a Reading Program Professional Development Participant's Guide publication was created for the Center on Instruction by the Florida Center for Reading Research at Florida State University. The Center on Instruction is operated by RMC Research Corporation in partnership with the Florida Center for Reading Research at Florida State University; Instructional Research Group; Lawrence Hall of Science at the University of California – Berkeley; Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston; and The Meadows Center for Preventing Educational Risk at the University of Texas at Austin.

Guideline forms excerpted from *Reviewing a Reading Program Professional Development Module, Participant's Guide*, 2008, Center on Instruction.

The contents of the module and this document were developed under cooperative agreement S283B050034 with the U.S. Department of Education. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

INSTRUCTIONAL DESIGN (ID)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is there empirical research on this program's efficacy?	X	X	X	X	X	X	X	1	
2. Are resources available to help the teacher understand the rationale for the instructional approach and program strategies (e.g., articles, explanations in the teacher manuals, references, and reliable websites)?	X	X	X	X	X	X	X	1	Not embedded within the teacher's manual. It is within the scope and sequence, which is a separate document.
3. Does the comprehensive program address the five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary and comprehension)?	X	X	X	X	X	X	X	1	Strong in vocabulary and comprehension, especially in fiction.
4. In addition to the five components of reading, are other dimensions of reading such as spelling, writing, oral language, and listening comprehension addressed?	X	X	X	X	X	X	X	1	Spelling, writing, and oral language/listening comprehension are addressed. This core lists listening comprehension under the heading oral language.
5. Is there a scope and sequence?	X	X	X	X	X	X	X	1	Within each unit is a scope and sequence, as well as within each lesson. There is also an overall separate document for K-6.
6. Are goals and objectives clearly stated?	X	X	X	X	X	X	X	1	
7. Are student materials aligned with instructional objective of the lesson?	X	X	X	X	X	X	X	1	
8. Do instructional materials increase in difficulty as students' skills strengthen?	X	X	X	X	X	X	X	1	It's odd that the last unit is all "short article" and "long article."
9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related?	X	X	X	X	X	X	X	1	Strong tie to the five components.
10. Is there a clear and logical organization to the lessons in:									
The order and procedures of each day's lesson?	X	X	X	X	X	X	X	1	It seems to be very ordered and the procedures are well explained.
The inclusion of all necessary materials?	X	X	X	X	X	X	X	2	The "Grab and Go" component has all the masters you need. The student book has all the worksheets together, instead of separate spelling, grammar, and reading pages
The consistency of each day's lesson format?	X	X	X	X	X	X	X	2	It is very consistent. The format is very predictable
addressing the components of reading every day?	X	X	X	X	X	X	X	1	

11. Is instruction consistently explicit? Is it concise, specific, and related to the objective?	X	X	X	X	X	X	X	1	If the objectives are considered the target skill and target strategy, then the core does a good job of relating to the objective in specific, concise language.
12. Are teacher directives highly details to ensure accurate implementation?	X	X	X	X	X	X	X	2	The core has clear directives so that teachers know the information to be taught and the best language to use. Also shows "If...Then..." if problems arise.
13. Does the lesson format facilitate frequent interactions between teacher and students?	X	X	X	X	X	X	X	2	It provides a "Small Group" tab for each lesson, which is specifically for small group instruction. It also provided lots of interventions for different skills and strategies to meet one-on-one with struggling learners.
14. Is instruction consistently systematic? Is there a prescribed order for introducing specific skills within each component of reading?	X	X	X	X	X	X	X	1	
15. Are there coordinated instructional sequences and instructional routines which include:									
Modeling?	X	X	X	X	X	X	X	1	Found in the small group instruction guides and also in the "Think Alouds".
Guided practice with feedback?	X	X	X	X	X	X	X	1	
Student practice and application?	X	X	X	X	X	X	X	1	There are no assessments for the "Target Strategy" in each lesson. Why spend so much time on a strategy and not assess it?
Cumulative review?	X	X	X	X	X	X	X	1	There are unit tests for each unit. Also, mid-year and end of the year assessments. However, all of the assessments are the same type.
16. Are there many guided practice opportunities for explicit teaching and teacher-directed feedback (for typically progressing readers and more for struggling readers)?	X	X	X	X	X	X	X	1	Yes, there are interventions listed continually and at the back of each lesson there are several pages of progress monitoring tools to use.
17. Does the program provide clear guidance for the teacher to document student progress and inform instruction?	X	X	X	X	X	X	X	1	They have listed under assessments, "If student scored this, then" which helps inform instruction.
18. Does instruction make a clear connection <i>among</i> all five components?	X	X	X	X	X	X	X	1	
19. Is scaffolding a prominent part of the lessons?	X	X	X	X	X	X	X	1	
20. Are instructions for scaffolding specific within each lesson?	X	X	X	X	X	X	X	1	
21. Are teachers encouraged to give	X	X	X	X	X	X	X	1	Definitely corrective is listed.

immediate, specific feedback (corrective or positive)?									
22. Is differentiated instruction prominent?	X	X	X	X	X	X	X	1	There is small group instruction for each lesson: on-level, struggling, advanced and English Learners. There is also a vocabulary small group lesson.
23. Is instruction differentiated based on assessment?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> The red "Monitor" boxes throughout Whole Group instruction provide guidance for differentiating small group instruction based on informal assessment. At the end of each Whole Group lesson, a Progress Monitoring spread helps teachers interpret student scores for each skill category of the Weekly Test. Prescriptions include Tier I Reteaching lessons for students who score in the middle range or Tier II Intervention lessons for students who score in the low range.
24. Are directions for differentiating instruction specific?	X	X	X	X	X	X	X	1	The instructions are very clear for the small groups. There is an "I do, we do, and you do" section for each.
25. Is small-group instruction (small teacher-pupil ratio) part of daily instruction?	X	X	X	X	X	X	X	1	There are lesson plans for small group instruction for each day for all four levels.
26. Are there guidelines for forming flexible groups based on student progress?	X	X	X	X	X	X	X	1	
27. Are enrichment activities included for advanced students?	X	X	X	X	X	X	X	1	
28. Does the program provide instruction for English Learners?	X	X	X	X	X	X	X	1	
29. Does the program specify for whom it is appropriate (e.g., students on or above grade level, students slightly behind their peers, students more than one grade level behind their peers)?	X	X	X	X	X	X	X	1	
30. Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or volunteer)?	X	X	X	X	X	X	X	1	States teacher, but does not specify which teacher.
31. Does the program specify the instructional setting (e.g., general education classroom, computer lab, or resource room)?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> A comprehensive reading program such as Journeys is typically implemented in a general education classroom. The consistent lesson design and tabbed sections of the TE give schools flexibility in delivering specific instruction in other settings. For example, the Journeys Digital activities may be used in a computer lab and Intervention or ELL instruction may be delivered in a resource room. Professional

									Development training will provide guidance on implementing Journeys in specific instructional settings.
TOTAL								41	

PHONICS (P)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is phonics instruction explicit ?	X	X	X	X	X	X	X	1	Referred to as decoding.
2. Is phonics instruction systematic ?	X	X	X	X	X	X	X	1	
3. Does phonics instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	1	
4. Is phonics instruction scaffolded ?	X	X	X	X	X	X	X	1	
5. Does phonics instruction include cumulative review ?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in phonics?	X	X	X	X	X	X	X	1	There is a decoding assessment for each lesson. Weekly data based instruction provided.
7. Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	X	X	X	X	X	X	X	1	Lacking evidence of it being explicitly taught.
8. Is spelling taught during word learning so students can understand how sounds map onto print?	X	X	X	X	X	X	X	1	
9. Does instruction progress from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words)?	X	X	X	X	X	X	X	1	
10. Does instruction follow the continuum of word types (beginning with CV and CVC words), incorporating continuous and stop sounds and blends in an appropriate sequence?	X	X						1	
11. Are reviews of previously taught concepts and words frequent and cumulative?	X	X	X	X	X	X	X	1	
12. Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading)?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Fluency practice and decoding instruction in <i>Journeys</i> are closely aligned. Phonics components are sequenced based on their prevalence in student texts. Therefore when students reread the Student

									Book texts to improve their fluency, they are also practicing the target phonics component for the lesson.
13. Are students taught the strategy of chunking when trying to decode multisyllabic words?		X	X	X	X	X	X	1	Yes, to get meaning but not to decode or solve the word.
14. Does the program provide teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis?		X	X	X	X	X	X	1	
15. Are students taught strategies to read multisyllabic words by using prefixes, suffixes, and known word parts?		X	X	X	X	X	X	1	
16. Is instruction explicit in the use of syllable types (e.g., open, closed, vowel-consonant-e, vowel combinations, r-controlled, and consonant-le)?		X	X	X	X	X	X	1	
17. Is a section of the program devoted to advanced phonics (structural analysis) skills?			X	X	X	X	X	1	
18. Are advanced phonics skills taught explicitly, first in isolation and then in words and connected texts?			X	X	X	X	X	1	
19. Does the program include spelling strategies (e.g., word sorts, categorization activities, word-building activities, and word analogies)?		X	X	X	X	X	X	1	
20. Is instruction in the meaning of roots and affixes explicit and do students analyze the relationship of spelling to meaning of complex words?				X	X	X	X	1	
21. Are word parts that occur with high frequency (e.g., un-, re-, in-, and -ful) taught rather than those that occur only in a few words?		X	X	X	X	X	X	1	
22. Are there activities for distinguishing and interpreting words with multiple meanings?		X	X	X	X	X	X	1	
23. Once advanced phonics strategies have been mastered, are they immediately applied to reading and interpreting familiar and unfamiliar connected texts?		X	X	X	X	X	X	1	
24. Are words used in advanced phonics activities also found in student texts?		X	X	X	X	X	X	1	
TOTAL								24	

FLUENCY (F)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is fluency instruction explicit ?	X	X	X	X	X	X	X	2	
2. Is fluency instruction systematic ?	X	X	X	X	X	X	X	2	
3. Does fluency instruction include coordinated instructional sequences and routines?	X	X	X	X	X	X	X	1	Routines are provided.
4. Is fluency instruction scaffolded ?	X	X	X	X	X	X	X	1	
5. Does fluency instruction include cumulative review ?	X	X	X	X	X	X	X	1	Yes, through small group.
6. Are assessments included to measure and monitor progress in fluency?	X	X	X	X	X	X	X	1	Evident in "Grab n Go".
7. Does the program address all dimensions of fluency (speed, accuracy, and prosody)?	X	X	X	X	X	X	X	1	
8. Does the program encourage the teacher to model speed, accuracy, and prosody?	X	X	X	X	X	X	X	1	
9. Does fluency practice during letter-sound study and text reading involve the teacher's providing feedback to students?	X	X	X	X	X	X	X	1	Occurs during small group.
10. Is fluency instruction integrated into each day's lesson?	X	X	X	X	X	X	X	1	There is a plan for each day and weekly modeling (practice and assess in small group).
11. Is the decoding strategy taught so that it becomes automatic?	X	X	X	X	X	X	X	1	
12. Are irregular words taught to be recognized automatically?	X	X	X	X	X	X	X	1	
13. Is there an emphasis on reading multisyllabic words fluently?		X	X	X	X	X	X	1	
14. Are research-based fluency strategies (e.g., timed readings, peer reading, and repeated readings) included?		X	X	X	X	X	X	1	Evident in the "Ready-Made Work Stations."
15. Is fluency practice introduced after students are proficient at reading words accurately (e.g., in lists, sentences, and passages)?		X	X	X	X	X	X	1	

16. Does fluency practice involve decodable texts (texts that include phonic elements and word types students have previously been taught)?		X	X	X	X	X	X	1	They are passages, not texts.
17. Are both narrative and expository texts provided for students to read aloud?		X	X	X	X	X	X	1	Good mix of texts.
18. Are teacher prompts included to encourage students to read aloud in order to determine skills application and accuracy?		X	X	X	X	X	X	1	Publisher's Comment: Practice Fluency boxes accompany each Main and Paired Selection, providing point of use modeling by the teacher and prompts that guide students to read aloud with fluency. The Fluency page in the After Reading section of the lesson provides additional instruction and read-aloud opportunities for students.
19. After error correction, are students asked to reread the word, word list, or sentence correctly and then to reread it from the beginning?	X	X	X	X	X	X	X	1	
20. Are students given ample practice opportunities to use text at their independent or instructional level to help build fluency?		X	X	X	X	X	X	1	
21. Is the number of texts at each level sufficient to provide adequate practice opportunities?		X	X	X	X	X	X	1	
22. Does the program clearly show the teacher how to determine independent, instructional, and frustrational reading levels for individual students?		X	X	X	X	X	X	1	Found some evidence of this on line.
23. Is there a guide to help teachers calculate fluency rate?		X	X	X	X	X	X	1	
24. Do students have opportunities to time themselves and graph results after rereading the same text?			X	X	X	X	X	1	Not frequent, but it is an option during some of the "Ready Made Work Stations" for comprehension and fluency.
25. Are there directions for how to pair students for partner reading?		X	X	X	X	X	X	1	Offers partner reads with similar abilities.
26. Are students taught a specific error correction to use when reading with a partner?		X	X	X	X	X	X	1	Publisher's Comment: The Partner Reading Instructional Routine guides students to listen for specific aspects of fluent, accurate reading and provide feedback to their partner. Fluency lessons on Accuracy prompt students to use self-stick notes or logs to record errors during their own or their partner's reading.
27. Is there continuous progress monitoring of oral reading fluency?		X	X	X	X	X	X	1	If the teacher chooses to benchmark students it's an option. Also provided with small group and individual running

									records.
28. Is an end-of-the-year fluency goal of correct words per minute given for each grade?		X	X	X	X	X	X	1	Publisher's Comment: End-of-year fluency benchmarks for on-level readers, expressed as Words Correct Per Minute, are provided in the Introduction of the Grab-and-Go Resources™ Assessment booklet.
TOTAL								30	

VOCABULARY (V)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is vocabulary instruction explicit ?	X	X	X	X	X	X	X	2	
2. Is vocabulary instruction systematic ?	X	X	X	X	X	X	X	2	
3. Does vocabulary instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	1	
4. Is vocabulary instruction scaffolded ?	X	X	X	X	X	X	X	1	
5. Does vocabulary instruction include cumulative review ?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in vocabulary ?	X	X	X	X	X	X	X	2	
7. Is emphasis placed on listening and speaking vocabulary?	X	X	X	X	X	X	X	1	
8. Is there emphasis on reading and writing vocabulary?	X	X	X	X	X	X	X	1	
9. Are students exposed to diverse vocabulary through listening to or reading narrative and expository texts?	X	X	X	X	X	X	X	2	
10. Does the program include frequent use of teacher read-alouds using higher level books with explanation and instruction of key vocabulary?	X	X	X	X	X	X	X	1	
11. Does the program include a variety of texts that allow students ample opportunities to engage in wide reading at their independent levels?		X	X	X	X	X	X	1	
12. Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	1	
13. Are a limited number of words selected for robust, explicit vocabulary instruction?	X	X	X	X	X	X	X	1	

14. Are important, useful, and difficult words taught?	X	X	X	X	X	X	X	1	
15. Does the instructional routine for vocabulary include:									
Introducing the word?	X	X	X	X	X	X	X	2	
Presenting a student-friendly explanation?	X	X	X	X	X	X	X	2	Yes, it's scaffolded.
Clarifying the word with examples?	X	X	X	X	X	X	X	2	
Checking students' understanding?	X	X	X	X	X	X	X	1	
16. Are ample opportunities provided to engage in oral vocabulary activities that:									
Repeat exposure to words in rich and multiple contexts?	X	X	X	X	X	X	X	1	
Use everyday language to explain word meanings?	X	X	X	X	X	X	X	1	A routine is developed.
Connect word meanings to prior knowledge?	X	X	X	X	X	X	X	1	
17. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts?	X	X	X	X	X	X	X	1	
18. Is extended instruction provided in multiple contexts to promote word awareness using word banks, vocabulary logs, writing, semantic maps, concept definition mapping, and word classification?	X	X	X	X	X	X	X	1	
19. Are strategies taught over time to ensure understanding and correct application?	X	X	X	X	X	X	X	1	
20. Are meanings of prefixes, roots, and suffixes taught before connecting them to words?		X	X	X	X	X	X	1	
21. Is a strategy to determine word meanings based on meanings of prefixes, roots, and suffixes taught?		X	X	X	X	X	X	1	
22. Are various aspects of word study included (either under vocabulary or word recognition) such as:									
Concepts of word meaning?	X	X	X	X	X	X	X	1	
Multiple meanings?	X	X	X	X	X	X	X	1	
Synonyms?	X	X	X	X	X	X	X	1	
Antonyms?	X	X	X	X	X	X	X	1	

Homonyms?		X	X	X	X	X	X	1	
Figurative meanings?		X	X	X	X	X	X	1	
Morphemic analysis?			X	X	X	X	X	1	
Etymologies?				X	X	X	X	1	
23. Is dictionary use explicitly taught using grade-appropriate dictionaries?		X	X	X	X	X	X	1	This is found digitally.
24. Is the use of context to gain the meaning of an unfamiliar word kept to a minimum?	X	X	X	X	X	X	X	1	
25. Is computer technology used to help teach vocabulary?	X	X	X	X	X	X	X	1	
TOTAL								44	

COMPREHENSION (C)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is comprehension instruction explicit?	X	X	X	X	X	X	X	1	Yes, via use of think alouds, guided practice, & application.
2. Is comprehension instruction systematic?	X	X	X	X	X	X	X	1	
3. Does comprehension instruction include coordinated instructional sequences and routines?	X	X	X	X	X	X	X	1	
4. Is comprehension instruction scaffolded?	X	X	X	X	X	X	X	1	
5. Does comprehension instruction include cumulative review?	X	X	X	X	X	X	X	1	Occurs weekly.
6. Are assessments included to measure and monitor progress in comprehension?	X	X	X	X	X	X	X	1	
7. Is learning to determine which strategy to use and why (metacognition) part of instruction?	X	X	X	X	X	X	X	1	Modeled metacognition.
8. When a strategy is taught, is it applied frequently so students understand its usefulness?	X	X	X	X	X	X	X	1	The Teacher's Edition provides many sidebars to help teach and reinforce the strategies.
9. Are students asked to apply previously learned strategies to new texts?		X	X	X	X	X	X	1	
10. Is appropriate text provided for students to practice applying strategies?		X	X	X	X	X	X	1	
11. Does program instruction enable students to establish and adjust purposes for reading (e.g., reading to understand, interpret, inform, to enjoy, and to solve problems)?	X	X	X	X	X	X	X	1	

12. Does instruction support the use of multiple, coordinated comprehension strategies?	X	X	X	X	X	X	X	1	This is the focus strategy.
13. Are guided and supported cooperative learning groups suggested as an instructional technique?	X	X	X	X	X	X	X	2	Groups are provided for part of the daily lessons.
14. Does instruction begin with the use of short passages?	X	X	X	X	X	X	X	1	Each lesson begins with a short Teacher Read Aloud.
15. Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end?	X	X	X	X	X	X	X	1	Core uses the term story structure and identifies sequence of events.
16. Does the program provide prompts for the teacher to guide the students through texts using think-alouds?	X	X	X	X	X	X	X	1	There are many think-alouds in the sidebars of the Teacher's Edition.
17. Are models of effective questioning techniques (e.g., Bloom's taxonomy) provided to guide and monitor students' comprehension?	X	X	X	X	X	X	X	1	
18. Are there ample opportunities for students to listen to narrative and expository text?	X	X	X	X	X	X	X	1	Each story has the texts on CD, and there is a good mix of narrative and expository texts, however wonder if there needs to be more for Common Core preparation.
19. Is instruction in narrative and expository text structures explicit?	X	X	X	X	X	X	X	1	
20. Are there ample opportunities for students to read narrative and expository texts at independent and instructional levels?		X	X	X	X	X	X	1	Yes, by using the on-level, struggling, and advanced leveled readers.
21. Is there a variety of narrative and expository books at the appropriate readability level for student practice?		X	X	X	X	X	X	1	
22. Do texts contain useful and familiar concepts and vocabulary?	X	X	X	X	X	X	X	1	
23. Are there instructional routines for comprehension strategies for use before, during, and after reading (e.g., prediction, story grammar, summarization, graphic organizers)?	X	X	X	X	X	X	X	2	Lots of practice within the "Grab and Go" packet and using the sidebars of the Teacher's Edition. There are multiple routines and strategies used.
24. Is the "main idea" strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc.)?	X	X	X	X	X	X	X	1	
25. Once students have grasped the concept of "main idea," are more complex texts used in which the main idea is not explicit?		X	X	X	X	X	X	1	
26. Are elements of story grammar (e.g., setting, characters, important events, etc.) taught and used for retelling a story?	X	X	X	X	X	X	X	1	
27. Does instruction focus on discussion story grammar and comparing stories?	X	X	X	X	X	X	X	1	

28. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex?	X	X	X	X	X	X	X	1	
29. Are students taught to use graphic organizers to illustrate relationships among concepts in text (e.g., story maps, Venn diagrams, and semantic maps)?	X	X	X	X	X	X	X	1	This Teacher's Edition provides graphic organizers quite frequently.
30. Are conventions of expository text (e.g., chapter headings, charts, and graphs) taught?		X	X	X	X	X	X	1	
31. Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught?	X	X	X	X	X	X	X	1	
32. After instruction, is there systematic review of:									
Literal comprehension?	X	X	X	X	X	X	X	1	There is a systematic review using the unit tests.
Retelling?	X	X	X	X	X	X	X	1	
Main idea?	X	X	X	X	X	X	X	1	
Summarization?	X	X	X	X	X	X	X	1	
33. Does the program provide instruction for students to become self-directed in using comprehension strategies (e.g., rereading, paraphrasing, making explicit connections from text to prior knowledge, underlining and note-taking, and visualizing relationships and events in the text)?		X	X	X	X	X	X	1	
TOTAL									38

STANDARDS ALIGNMENT	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is clear alignment provided to the Common Core State Standards?	X	X	X	X	X	X	X	2	At the front of each lesson it lists the standards. On the "Weekly Plan" it lists the standard indicators.
2. Is clear alignment provided to the Indiana Academic Standards?			X	X	X	X	X	1	There is a separate document for this, as it's not included in Teacher's Edition.
TOTAL								3	

MOTIVATION AND ENGAGEMENT (M&E)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
Does the program direct the teacher in ways to increase student motivation such as:									
1. Making reading relevant to students' lives?	X	X	X	X	X	X	X	1	
2. Providing meaningful goals for learning from texts?	X	X	X	X	X	X	X	1	
3. Making available a variety of choices (e.g., texts and assignments) that align with instruction?	X	X	X	X	X	X	X	1	
4. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	2	If you use the "Ready-Made Work Stations" there are quite a few opportunities to work collaboratively.
TOTAL								5	

ASSESSMENT (A)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Are assessments included that teachers can use to guide student movement through the program (e.g., screening, progress monitoring, diagnostic, and outcome measures)?	X	X	X	X	X	X	X	1	
2. Does the program provide teacher guidance in using assessment results to differentiate instruction?	X	X	X	X	X	X	X	1	
3. Do the assessments identify students who are at risk or already experiencing difficulty learning to read?	X	X	X	X	X	X	X	1	
TOTAL								3	

PROFESSIONAL DEVELOPMENT (PD)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is adequate time offered for teachers to learn new concepts and practice what they have learned?	X	X	X	X	X	X	X	1	
2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice?	X	X	X	X	X	X	X	1	It's available (according to the product implementation plan) but at what cost?
3. Are teachers taught how to administer and	X	X	X	X	X	X	X	1	

interpret assessments that accompany the program?									
4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, coaches, and principals)?	X	X	X	X	X	X	X	1	Evidence provided in clipped packet in great detail, but no mention of cost (elearning modules may be free or included in adoption cost).
5. Does the PD provide support (e.g., principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons) to facilitate application of content?	X	X	X	X	X	X	X	1	
TOTAL								5	